DOCUMENT RESUME

ED 103 514 UD 014 879

TITLE	Selected Statistical Notes on American Education, May 1974.
INSTITUTION	Office of Education (DHEW), Washington, D.C.
REPORT NO	DHEW-OE-74-11703
PUB DATE	May 74
NOTE	29p.; For 1973 brochure, see ED 083 725
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01348; $0.40)
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	College Attendance; Educational Development; *Educational Trends; Financial Support; *National Surveys; Population Trends; Preschool Education; Public Schools; Racial Distribution; *School Support; *Statistical Data; Student Distribution; *Student Enrollment; Teacher Distribution

ABSTRACT

Ranging from information on the percentage of college students living at home to a composite picture of a typical faculty member, the following articles and charts, reprinted from "American Education," November 1972 through December 1973, illustrate the nation's increased effort in education from preschool through graduate school. This rapid rise in education interest is evident in the percentage of the gross national product (GNP) spent for education. In the mid-1930's the educational portion of the GNP exceeded 4 percent. This dropped to a low 1.8 percent of the GNP, or approximately $83.3 billion, which is 40 billion more than seven years before. Young people stay in school longer, culminating in increased college attendance. Preprimary enrollment reached a new high in 1972. Enrollment of 3-to-5-year-olds increased by almost one-third between 1964 and 1972, and the number of nonwhite preprimary enrollment rose from 44,000 to 689,000. More individualized instruction resulted from the fact that, between 1967-68 and 1972-73, enrollment rose a little more than 4 percent, while the number of teachers increased by 12.5 percent. Teachers held higher degrees in the year ending June 30, 1971. More than 95 percent of public school teachers held a bachelor's degree. (Author/JM)

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SELECTED STATISTICAL NOTES

on American Education

May 1974

ED014879

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Caspar W. Weinberger, *Secretary*
Charles B. Saunders, Jr., *Acting Assistant Secretary for Education*

Office of Education
John Ottina, *Commissioner*

The articles presented in this brochure are reprints from *American Education*, November 1972 through December 1973

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1974

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price 40 cents
Stock Number 1780-01348

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Introduction to Selected Statistical Notes on American Education

Ranging from information on the percentage of college students living at home to a composite picture of a typical faculty member, the following articles and charts, reprinted from *American Education*, November 1972 through December 1973, illustrate the Nation's increased effort in education from pre-school through graduate school.

This rapid rise in educational interest is evident in the percentage of the gross national product (GNP) spent for education. In the mid-1930's the educational portion of the GNP exceeded 4 percent. This dropped to a low 1.8 percent during the war year 1943-44. In 1971-72, expenditures amounted to 8 percent of the GNP, or approximately $83.8 billion, which is $40 billion more than 7 years before

Young people stay in school longer, culminating in increased college attendance. Preprimary enrollment reached a new high in 1972. Enrollment of 3-to-5-year-olds increased by almost one-third between 1964 and 1972, and the number of non-White preprimary enrollment rose from 44,000 to 689,000. College attendance rates are higher, with 58 percent of 1972 high school graduates entering a degree-credit program in a college or university. More instruction on a personal basis resulted from the fact that, between 1967-68 and 1972-73, enrollment rose a little more than 4 percent, while the number of teachers increased by 12.5 percent.

Teachers held higher degrees in the year ending June 30, 1971; more bachelor's, master's, and doctor's degrees were awarded than in any previous 12-month period. More than 95 percent of public school elementary and secondary teachers held a bachelor's degree.

Thus, improved education is proportioned to the country's interest and effort. Rising interest affects efforts to improve education by generating in students a desire for more, producing more teachers and better teacher-student ratios, increasing understanding, and so on until the process comes full circle.

Earned Degrees for the 1970-71 School Year

More Bachelor's, Master's, and Doctor's degrees were conferred in the United States during the year ending June 30, 1971, than in any previous 12-month period. The total number of baccalaureate and graduate degrees granted in 1970-71 exceeded 1.1 million, there being 840,000 Bachelor's, 231,000 Master's, and 32,000 Doctor's degrees.

Bachelor's degrees conferred in 1970-71 more than doubled the number awarded in 1960-61. The increase in Master's degrees over the same ten-year period was nearly threefold, while the number of doctorates more than tripled. These increases reflect not only a very substantial rise in the college-age population during the past decade but also the rapid growth in the *proportion* of young people who complete four or more years of college work.

The accompanying chart shows a percentage distribution of degrees conferred in 1970-71 by major field of study. Five fields accounted for approximately two-thirds of the degrees awarded at each level. Those predominant at the Bachelor's level (accounting for more than 53 percent of the total) were education, social sciences, and business and management, in that order. Fifty-seven percent of the Master's degrees were in education, business and management, and social sciences. Though distribution of Doctor's degrees by field of study was more dispersed, education, physical sciences, and social sciences accounted for 45 percent of the total.

These figures are from the survey of Earned Degrees Conferred, made by the Office of Education's National Center for Educational Statistics. The Office has collected data annually on degrees conferred by level and by major field of study since 1947-48. The statistics cited above do not include first-professional degrees in such fields as medicine, law, and theology.

—W. VANCE GRANT
specialist in educational statistics

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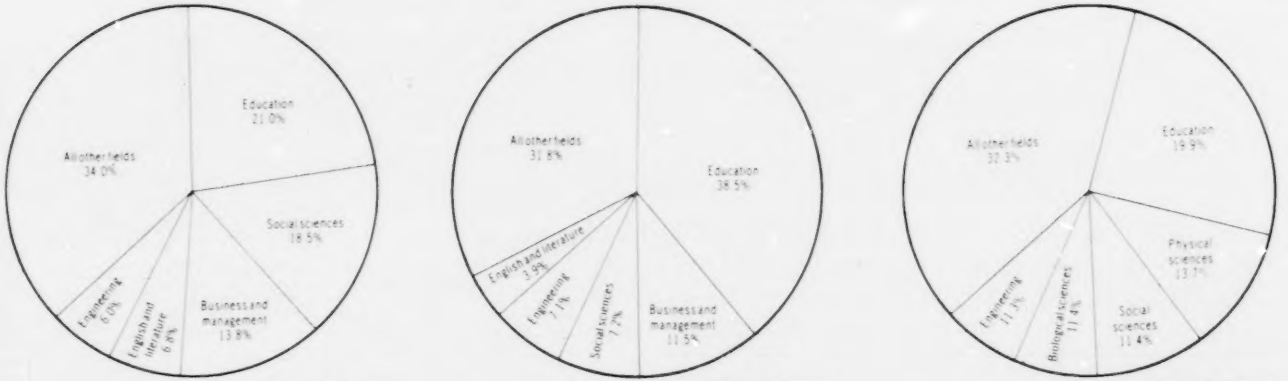
Bachelor's, Master's, and Doctor's degrees, by major field of study: United States, 1970-71



NOTE — Because of rounding, percentages may not add to 100.0.
Source: U.S. Department of Health, Education, and Welfare, Office of Education, **Earned Degrees Conferred, 1970-71**.

Enrollments in Secondary School Subjects

During the 1970-71 school year the average student in a public junior or senior high school enrolled in more courses than did his predecessor of a decade or two, according to a recent study by OE's National Center for Educational Statistics. In its survey of "Offerings and Enrollments in Public Secondary Schools, 1970-71," the Center found that the average number of courses taken per student was 7.1. This compares with an average of 6.4 courses in 1960-61 and 6.2 courses in 1948-49.

The fields in which the largest numbers of students were enrolled in 1970-71 were language arts, 25.9 million; health and physical education, 22.2 million; social sciences, 19.7 million; mathematics, 14.1 million; and natural sciences, 12.8 million. Since the total enrollment in grades 7 through 12 was 18.4 million, it is obvious that some students enrolled in more than one course in English, health and physical education, and social sciences.

The accompanying chart shows the percentage increase in the total number of students for these grades and also in enrollments in selected fields between 1960-61 and 1970-71. It will be observed that enrollments in all of the traditional academic fields increased at a faster rate than did the total number of students. The rapid enrollment increases in language arts and foreign languages are especially noteworthy.

Since these data for 1970-71 are based on information supplied by a relatively small sample of schools, they are subject to the usual sampling variability inherent in a survey of this kind. A full-scale survey of "Offerings and Enrollments in Public Secondary Schools" is planned for the school year 1972-73.

—**W. VANCE GRANT**
specialist in educational statistics

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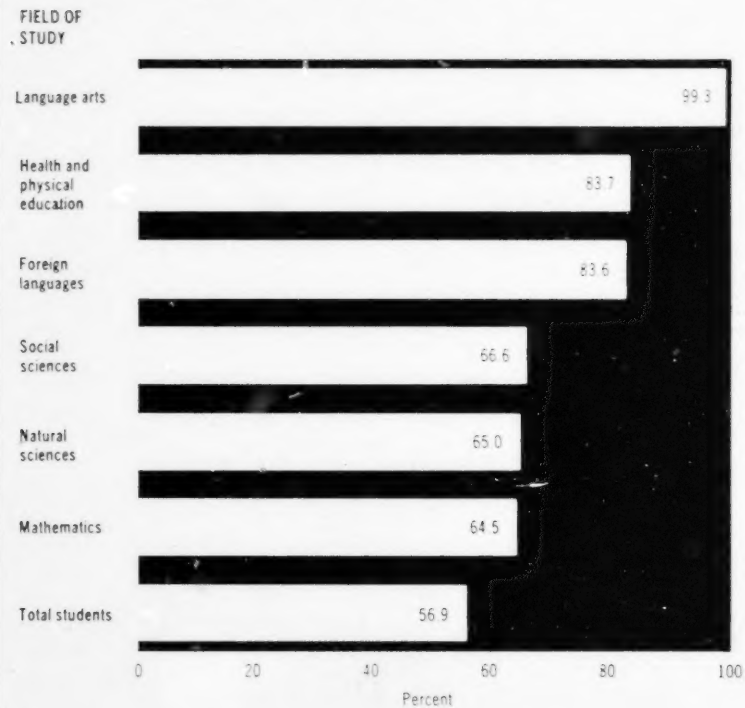
Percentage increase in enrollments in selected fields of study in public secondary schools: United States, 1960-61 to 1970-71



Note.—Includes students in grades 7 through 12 in public secondary schools.
SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, **Patterns of Course Offerings and Enrollments in Public Secondary Schools, 1970-71**

Educational Expenditures as a Percentage of the Gross National Product

Total expenditures for public and nonpublic schools at all levels of education from kindergarten through the graduate school amounted to an estimated $83.8 billion during the 1971-72 school year. This outlay more than doubles the $40 billion spent only seven years earlier and is nearly ten times the $8.8 billion expended in 1949-50—in neither case allowing for changes in the purchasing power of the dollar over these periods. The rapid rise of educational expenditures in recent years reflects the growth of the school-age population as well as the increased efforts of the Nation to provide quality education for its young people.

The accompanying chart labeled Figure 1 measures the country's efforts to support education since 1929-30 by comparing expenditures with the gross national product (GNP). The GNP, which is calculated by the Bureau of Economic Analysis, U.S. Department of Commerce, "represents the total national output of goods and services at market prices. It measures this output in terms of the expenditures by which the goods and services are acquired. The expenditures comprise purchases of goods and services by consumers and government, gross private domestic investment, and net exports of goods and services." GNP thus constitutes a convenient yardstick by which one may appraise the level of educational expenditures.

The percentage of the gross national product that went for education has varied widely over the past 40 years. Educational expenditures were relatively high in the mid-1930's, exceeding four percent of the GNP in 1933-34. They later declined to a low point of 1.8 percent during the war year of 1943-44. Except for a brief period during the Korean conflict when the annual investment in education tended to stabilize, there has been a steady increase in the proportion of the GNP spent for education ever since the end of World War II. Expenditures in 1971-72 were at an all-time high, both in terms of actual dollars and as a percentage of the gross national product (8.0 percent). In the table (Figure 2), both dollar expenditures and percentages of the GNP are traced for the period 1929 to 1972.

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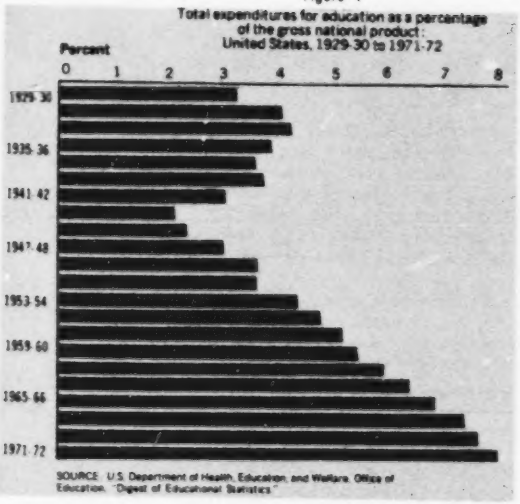
Figure 1

Total expenditures for education as a percentage of the gross national product: United States, 1929-30 to 1971-72



SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, "Digest of Educational Statistics."

Figure 2

Gross national product related to total expenditures[1] for education United States, 1929-30 to 1971-72

Calendar year	Gross national product (in millions)	School year	Expenditures for education	
			Total (in thousands)	As a percent of gross national product
1	2	3	4	5
1929	$103 095	1929-30	$ 3 233 601	3.1
1931	75 820	1931-32	2 966 464	3.9
1933	55 601	1933-34	2 294 896	4.1
1935	72 247	1935-36	2 649 914	3.7
1937	90 446	1937-38	3 014 074	3.3
1939	90 494	1939-40	3 199 593	3.5
1941	124 540	1941-42	3 203 548	2.6
1943	191 592	1943-44	3 522 007	1.8
1945	212 010	1945-46	4 167 597	2.0
1947	231 323	1947-48	6 574 379	2.8
1949	256 484	1949-50	8 795 635	3.4
1951	328 404	1951-52	11 312 446	3.4
1953	364 593	1953-54	13 949 876	3.8
1955	397 960	1955-56	16 811 651	4.2
1957	441 134	1957-58	21 119 565	4.8
1959	483 650	1959-60	24 722 464	5.1
1961	520 109	1961-62	29 366 305	5.6
1963	590 503	1963-64	36 010 210	6.1
1965	684 884	1965-66	45 397 713	6.6
1967	793 927	1967-68	57 213 374	7.2
1969	930 284	1969-70	70 000 000[2]	7.5
1971	1 050 356	1971-72	83 800 000[2]	8.0

[1] Includes expenditures of public and nonpublic schools at all levels of education (elementary, secondary, and higher education).

[2] Estimated.

NOTE: Beginning with 1959-60 school year, includes Alaska and Hawaii.

SOURCES: U.S. Department of Health, Education, and Welfare, Office of Education, "Biennial Survey of Education in the United States," "Statistics of State School Systems," "Financial Statistics of Institutions of Higher Education," and unpublished data; U.S. Department of Commerce, Bureau of Economic Analysis, "Survey of Current Business," August 1965, July 1971, and July 1972.

RATE OF INCREASE IN COLLEGE ENROLLMENTS DROPS

Percent change from previous year in total enrollment in institutions of higher education: United States, fall 1960 to fall 1972

Although the enrollment in institutions of higher education in the United States has increased each fall since 1951, the annual rate of increase dropped to a mere two percent for fall 1972. Enrollment of students in programs creditable toward a Bachelor's or higher degree and in vocational and technical programs of less than four years rose from 8,949,000 in fall 1971 to an estimated 9,124,000 in fall 1972. Two-year institutions experienced the largest increase in the number of enrollees: 133,000 or 5.3 percent; while only 42,000 more students, an increase of 0.6 percent, were attending four-year institutions in fall 1972. Approximately 27 percent of all college students in fall 1972 were attending two-year institutions.

The accompanying chart shows the annual percentage increase in total college enrollment since 1960. The rate of increase for fall 1972 represented the smallest increase in enrollment over the last 12 years. With actual enrollment increasing from less than 3.6 million to over 9.1 million during these years, the greatest rates of increase occurred in the mid-1960's, as the chart indicates. Rates of increase for enrollment in two-year institutions far exceeded those for total enrollment and enrollment in four-year institutions. Now, however, even the rate of increase at two-year institutions has subsided, totaling just above five percent for fall 1972.

These most recent enrollment figures for fall 1971 and fall 1972 were released in December by the National Center for Educational Statistics. The 1971 totals are final edited figures, while the 1972 data are early estimates from the Center's 1972 fall survey of higher education enrollment.

—ROBERT F. DAVIES
education program specialist

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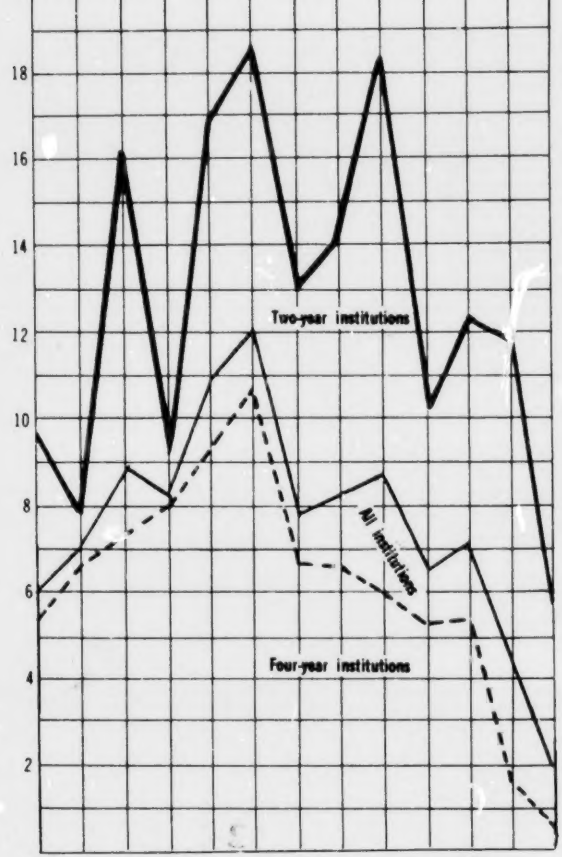

SOURCE Annual surveys of Fall Enrollment in Higher Education.

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Trends in the Percent of Public School Teachers Holding a Bachelor's Degree

Back in 1930-31 the Office of Education, then a part of the U.S. Department of the Interior, conducted a national survey of the education of teachers. The study found that six percent of the public elementary school teachers and more than one percent of the secondary school teachers had never attended an institution of higher education. A very substantial number of teachers had ended their formal preparation for teaching after two years of college. Only ten percent of the elementary school teachers and about 80 percent of the secondary teachers held a Bachelor's degree.

In recent years the National Education Association has reported on the educational attainment of members of the teaching profession in a series of studies entitled "Status of the American Public-School Teacher." These reports indicate that a teacher without a Bachelor's degree is becoming a rarity. The percent of elementary school teachers not holding a Bachelor's degree declined from 34 percent in 1956 to five percent in 1971. The decrease for secondary teachers during the same 15-year period was from three to one percent.

Trends in the percentage of teachers with Bachelor's degrees are shown graphically in the accompanying chart. These data, along with recent declines in the number of pupils per teacher and with increases in teachers' salaries, are hopeful indicators of an upgrading of the teaching profession. Today's school-age children are slated to be the beneficiaries of these encouraging developments.

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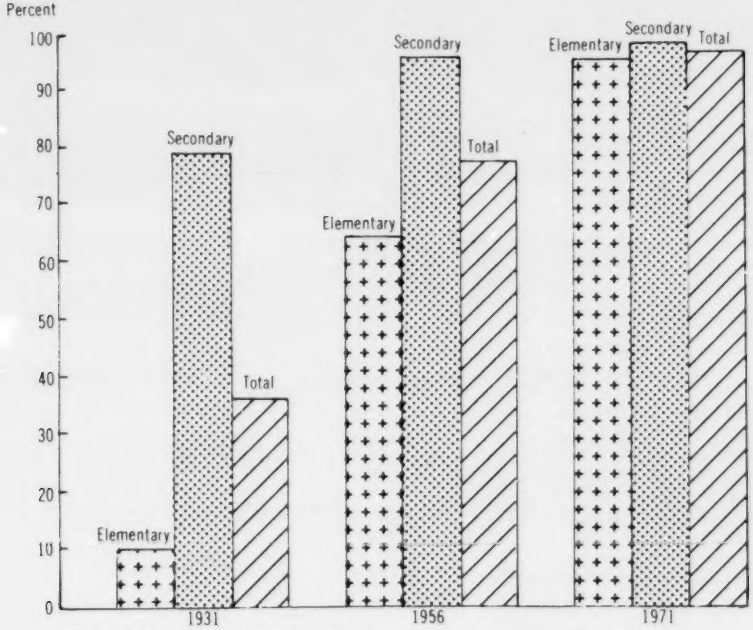
Percent of public elementary and secondary school teachers holding a Bachelor's degree
United States, 1931, 1956, and 1971



SOURCES: U. S. Department of the Interior, Office of Education, Bulletin 1933, No. 10, **National Survey of the Education of Teachers**; and National Education Association research reports on the **Status of the American Public School Teacher**.

Living Arrangements of College Students: October 1966 and 1971

The living arrangements of college students changed markedly between 1966 and 1971. The number of students who lived in their own households grew from 1.4 million to 2.4 million, a change of 66 percent, while the number living in college housing remained stable at 1.8 million. Students living with their parents or relatives increased from 2.0 million to 2.6 million. Living alone or with nonrelatives was a lifestyle chosen by 0.7 million students in 1966, by 0.9 million in 1971.

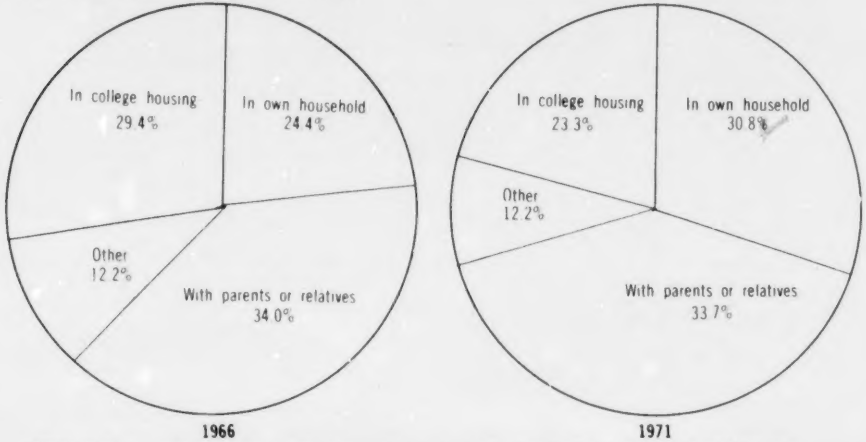
As the charts indicate, the segments labeled according to the types of living arrangements changed only in a trade-off of six percent between the college housing segment, which fell from 29 percent to 23 percent, and the segment for those students in their own households which increased from over 24 percent to close to 31 percent. Thus, students who did not choose to live in college housing were more than likely forming their own households, rather than remaining in or returning to the homes of parents or relatives.

Additional information in the recently released Bureau of the Census report, "Current Population Reports, Series P-20, No. 245, **Living Arrangements of College Students: October 1971**," reveals that students in college housing were much more prevalent on four-year campuses (over 29 percent) than on two-year campuses (less than five percent). Close to 60 percent of two-year college students lived with their parents or relatives, while only 26 percent of four-year students chose these living arrangements. Interestingly, the same segment of students at both four-year and two-year colleges, 31 percent, lived in their own households.

These figures support the commuter-oriented development of two-year colleges. Comparison of corresponding data for 1966 for two-year colleges further supports such development. Two-year college students forming their own households increased from 19 percent to 32 percent and those living with parents or relatives dipped slightly from 63 percent to 59 percent. At the same time, those living in college housing fell from nine percent of the student population to less than five percent.

ROBERT F. DAVIES
Education Program Specialist

Percent distribution of living arrangements of college students 14 to 34 years old: October 1966 and 1971.



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-20, No. 245, "Living Arrangements of College Students: October 1971."

FEDERAL OUTLAYS FOR EDUCATION

A recent publication of the Office of Management and Budget, "Special Analyses, Budget of the United States Government, Fiscal Year 1974," summarizes Federal funds for education and shows that Federal funds for "national educational goals" accounted for only 53 percent of the reported $11.9 billion of Federal educational outlay. The remaining 47 percent went for "other basic purposes." Stated another way, nearly half of the Federal funds for education were expended to accomplish some purpose other than education, with education a secondary consideration.

The chart shows that most of the Federal support for elementary and secondary education (70 percent) was applied to education goals; nearly half of the higher education support (45 percent) was education-goal oriented; and that significantly less of the amounts reported for adult and continuing education and "other" was for education goals.

This is not to say that education may not benefit or has not benefited from these funds. For example, it is difficult to argue that a program that feeds pupils and helps maintain better health does not improve the potential for learning and achieving. And, of course, the benefits to individuals, education institutions, and the Nation from these other-purpose programs can be impressive—as in veterans' training or in programs for health manpower development.

However, this other purpose funding may be overlooked by educational administrators as they follow Federal educational legislation and attempt to anticipate the impact of changes in Federal funding.

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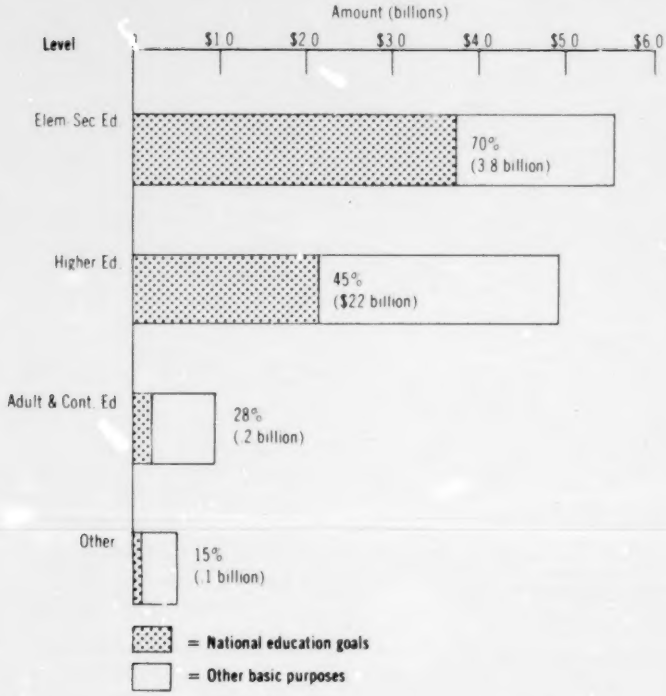
Federal Outlays For Education, Fiscal Year 1972



Source: Special Analyses, Budget of the United States Government, Fiscal Year 1974

SCHOOL RETENTION RATES

A new computation of school retention rates by the Office of Education indicates that young people today stay in school longer than their predecessors did a decade ago. As the accompanying chart shows, about 97 percent of the fifth graders in the fall of 1964 reached the ninth grade, 87 percent got as far as the 11th grade, and 75 percent received a high school diploma in 1972. The proportion of young people who graduated from high school rose from about two-thirds in 1962 to three-fourths in the graduating class of 1972.

College attendance rates are also higher today than they were in the early 1960s. Currently about 43 percent of the young adults (or close to 58 percent of the recent high school graduates) enter a degree-credit program in a college or university. A decade ago slightly over one-third of the appropriate age group entered college. Approximately 23 percent of the persons in their late teens in 1972 can be expected to graduate from college with a Bachelor's degree. Ten years ago slightly more than one young person in six went on to earn a four-year degree.

The Office of Education bases its school retention rates on fifth-grade enrollment because the high rate of retardation in the early elementary grades tends to inflate the enrollment figures for these grades. Fifth-grade enrollment is regarded as a better measure of the number of persons entering the first grade for the first time four years earlier than is total first-grade enrollment for that year.

Compulsory attendance laws keep virtually all children in school at least until the fifth grade. Retention rates are based on enrollment in public elementary and secondary schools and are adjusted to include estimates for nonpublic schools. The computations include all college students, full time and part time, who are enrolled in programs creditable toward a Bachelor's degree.

For trends in school retention rates over the past 40 years, the reader may wish to consult the *Digest of Educational Statistics*, an annual publication of the Office of Education. The 1972 edition of this report may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

—**W. VANCE GRANT**
Specialist in educational statistics

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—Estimated retention rates, fifth grade through college graduation: United States, 1964 to 1976

FOR EVERY 10 PUPILS IN THE 5th GRADE IN FALL 1964

9.7 ENTERED THE 9th GRADE IN FALL 1968

8.7 ENTERED THE 11th GRADE IN FALL 1970

7.5 GRADUATED FROM HIGH SCHOOL IN 1972

4.3 ENTERED COLLEGE IN FALL 1972

2.3 ARE LIKELY TO EARN BACHELOR'S DEGREES 1976

SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, **Digest of Educational Statistics**.

TRENDS IN PUBLIC SCHOOL SYSTEMS: 1967-68 to 1972-73

Dynamic changes occurred in public elementary and secondary school systems in the five-year period from 1967-68 to 1972-73. At a time when the enrollment was rising little more than four percent, the number of teachers increased by 12.5 percent. This resulted in a substantial reduction in the pupil-teacher ratio, from 23.5 pupils per teacher in 1967 to 21.8 pupils per teacher in the fall of 1972. The growth in the number of young people in their late teens is reflected in a 15 percent increase in high school graduates between 1968 and 1973.

Educational expenditures increased at a rapid pace during the past five years. Current operating expenditures rose by 63 percent, and the current expenditure per pupil showed a gain of 56 percent. The average annual salary of instructional staff members increased by 39 percent. These increases in educational expenditures and salaries may be compared with a rise of about 26 percent in the Consumer Price Index during the same period.

The number of public school systems continued a long-term trend, as they declined from 22,000 in 1967-68 to 17,000 in 1972-73. There was also a ten percent decrease in the number of public elementary schools and a decrease of about four percent in secondary schools. These declines at least in part reflect school consolidations and elimination of some small rural schools.

The accompanying table and chart contain additional information on trends in public school systems.

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Selected trends in pupil elementary and secondary school systems:

United States, 1967-68 to 1972-73

	1967-68	1972-73
Local school systems	22,010	16,956
Elementary schools	70,879	64,000 *
Secondary schools	27,011	26,000 *
Classroom teachers	1,863,967	2,097,000
Fall enrollment:		
Kindergarten through grade 8	31,641,909	31,844,000
Grades 9 through 12 and postgraduate	12,249,540	13,909,000
High school graduates	2,394,535	2,750,000*
Current expenditures (in millions)	$27,744	$45,284 †
Capital outlay (in millions)	$4,256	$5,008 †
Interest on school debt (in millions)	$978	$1,613 †
Average annual salary of instructional staff	$7,630	$10,608†
Current expenditure per pupil in average daily attendance	$658	$1,026†

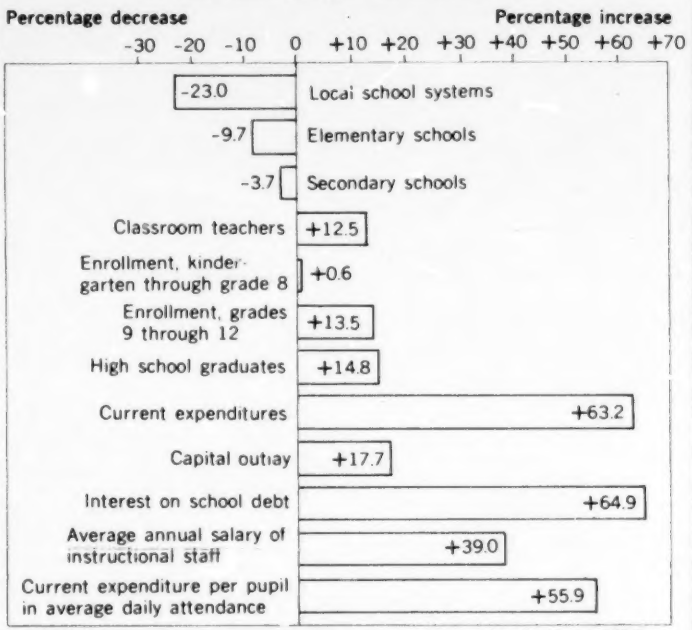
* Estimated by the Office of Education.

† Data are subject to revision when final audited figures become available.

SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, **Statistics of State School Systems, 1967-68** and **Statistics of Public Elementary and Secondary Day Schools, Fall 1972**.

Selected trends in public elementary and secondary school systems:

United States, 1967-68 to 1972-73



SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, **Statistics of State School Systems, 1967-68** and **Statistics of Public Elementary and Secondary Day Schools, Fall 1972**.

PREPRIMARY ENROLLMENT REACHES NEW HIGH IN OCTOBER 1972

Enrollment of 3- to 5-year-old children in preprimary education programs in the United States increased by almost one-third between 1964 and 1972, to a new high of over 4.2 million. While enrollment in preprimary programs was increasing from 3,187,000 to 4,231,000, the overall population of children in the 3-to-5 age group was decreasing from 12,496,000 in 1964, to 10,166,000 in 1972. Both factors served to increase substantially the percent of that age group of the population enrolled in school—from 25.5 percent to 41.6 percent.

These data and additional information on children enrolled in preprimary education are given in **Preprimary Enrollment: October 1972**, recently released by the National Center for Educational Statistics. The data are based on information collected by the Bureau of the Census in its October 1972 Current Population Survey.

The increase in prekindergarten enrollment has been particularly striking, rising from 471,000 in 1964 to 1,277,000 in 1972. Kindergarten enrollment of 3- to 5-year-olds increased during the same period from 2,716,000 to 2,954,000. White enrollment in preprimary programs increased from 2,747,000 to 3,542,000, while enrollment of other races rose from 440,000 to 689,000. The proportion of preprimary school children enrolled in nonpublic schools has increased over the eight-year span, from over 26% to 32%, while increases in the number of children attending either public or nonpublic schools were nearly equal: public school enrollment increased from 2,345,000 to 2,871,000; nonpublic school enrollment rose from 842,000 to 1,359,000.

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Education Program Specialist

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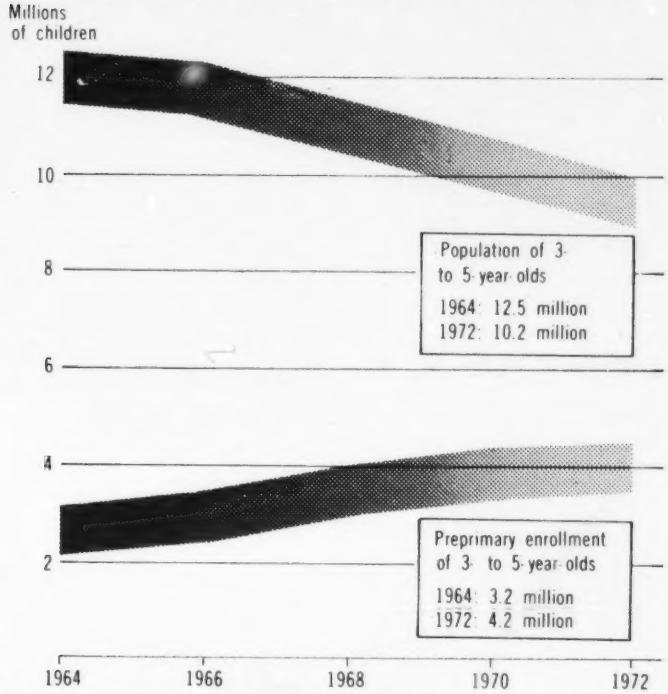
Population of children 3 to 5 years old and enrollment in preprimary programs: United States, 1964-1972



SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, "Preprimary Enrollment, October 1972."

Selected Characteristics of College Faculty Members

A recent report from the American Council on Education describes in considerable detail the demographic characteristics, professional backgrounds, and academic activities of the teaching faculty in colleges and universities in 1972-73. While college teachers are obviously a diverse group, a composite picture of the typical faculty member emerges from the report.

The typical American college teacher is a white male between the ages of 31 and 50. He holds at least a Master's degree, and he has attained the rank of assistant professor or above. He earns nearly $15,000 a year, but this figure is inflated somewhat by the fact that a sizable number of teachers are employed for 11 or 12 months a year rather than the traditional nine or ten months.

The typical college teacher received his highest academic degree in the 1960's, and he also began service with his present employer in the 1960's. His principal occupation is classroom teaching rather than administration or research, and he likes his work. If he had a chance to start all over again in a new job or a different academic discipline, he would decline the opportunity.

The American Council on Education conducted a similar survey of college faculty in 1968-69. When the 1968-69 and 1972-73 studies are compared the following trends are apparent: During the four-year period, the age o college faculty members increased. A larger percentage of teachers were 41 years old and over in 1972-73, and a smaller proportion were aged 40 o less. The percent of women on college faculties increased from 19 to 2(percent. The proportion of faculty members who are black rose from two t three percent. The percent of teachers with the rank of professor o associate professor increased from 42 to 51 percent, while the percen with the rank of instructor declined from 20 to 13 percent. Possibl reflecting the growth of enrollment and staff in two-year colleges, th percent of faculty members holding a professional or Doctor's degree declined substantially between 1968-69 and 1972-73.

A great deal of additional information appears in the two reports, **Colleg and University Faculty: A Statistical Description** and **Teaching Faculty i Academe: 1972-73**, both by Alan E. Bayer. They may be purchased from th American Council on Education, 1 Dupont Circle, Washington, DC 2003(

—**W. VANCE GRANT**
Acting Chief, Reference, Estimates, and Projections Branch
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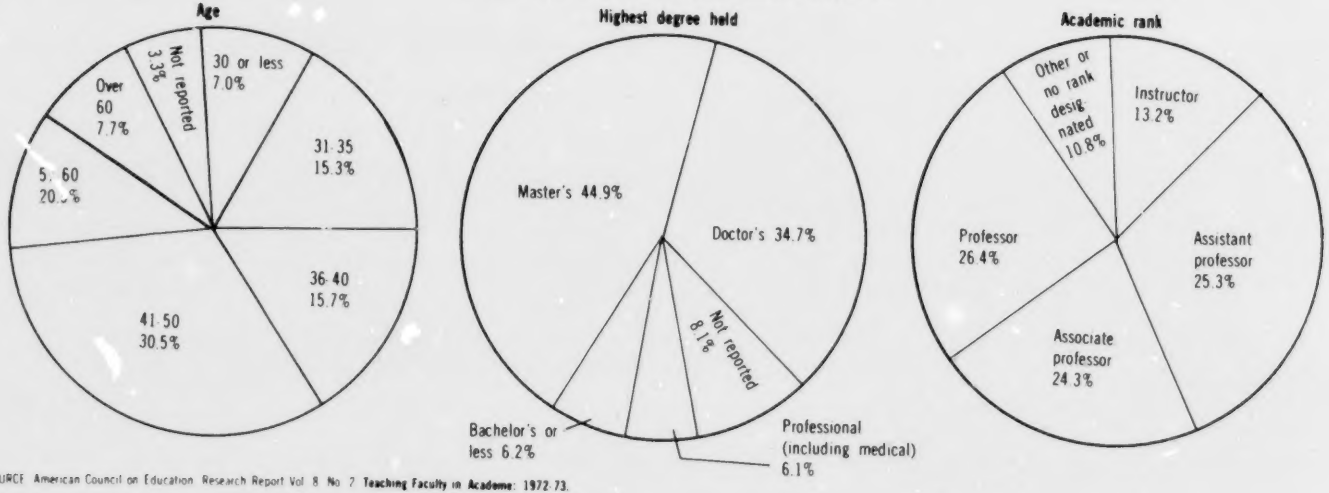
Selected characteristics of teaching faculty in colleges and universities: United States, 1972-73



SOURCE: American Council on Education, Research Report Vol. 8, No. 7, **Teaching Faculty in Academe: 1972-73.**

A Trend Toward Equalization of Educational Opportunity

Equal education opportunity—equal participation in education by white and nonwhite citizens to provide greater equity for sharing the economic and personal rewards of satisfying work and advancement—is a national objective. During the decade of the 1960s there was enacted such significant legislation as the Manpower Development and Training Act of 1962, the Civil Rights Act of 1964, the Economic Opportunity Act of 1964, and the acts of 1965 for elementary-secondary education and for higher education—all directed toward the equal education opportunity goal. Extensions of the programs initiated under these acts display a continued national interest in increased equity.

Have these efforts really made a difference? Is there, for example, collective evidence of increased equity in educational opportunity since the enactment of these programs?

Based on a comparison of 1972 population and enrollment data for persons five through 34 years of age with similar data from the 1960 census, for the general population and the nonwhite population there is appreciable success. Nonwhite population and school enrollment increases have exceeded those for the total population (see table and chart). Most significantly, however, the percentage increase in nonwhite enrollment at each level (except grades 1-8) is appreciably larger than the nonwhite population gain for the corresponding age group. These relative gains are larger for the nonwhite population than they are for the total population. Thus, it appears that national programs to increase the availability of educational services to the "less advantaged" are reaching their intended targets and that these programs are making a difference in the school enrollment pattern.

Relatively small percentage differences between nonwhite and general population enrollment remain at the kindergarten and higher education levels, but the large differences that existed in 1960 are gone (see table and chart).

Despite the lack of comparability in fall of 1972 and spring of 1960 statistics, these data imply that the goal of equal educational opportunity is attainable with continued commitment to this national objective.

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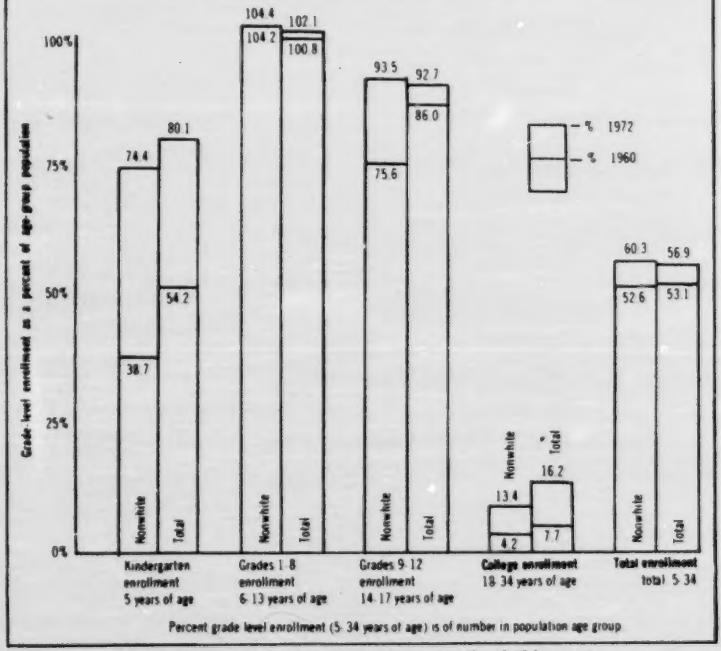
Population by Age and Comparable grade-level enrollment for person 5-34 years of age, inclusive: 1960 and Fall 1972

Population years of age	Enrollment grade level	Total population (thousands)	Total enrollment (thousands)	Total percent enrollment of population	Nonwhite population (thousands)	Nonwhite enrollment (thousands)	Nonwhite percent enrollment of population
1960							
Totals		81,924	43,538	53.1%	10,083	5,299	52.6
5	Kindergarten	3,933	2,133	54.2	550	213	38.7
6-13	1-8	28,625	28,840	100.8	3,724	3,880	104.2
14-17	9-12	11,204	9,640	86.0	1,351	1,021	75.6
18-34	College	38,162	2,925	7.7	4,458	186	4.2
1972							
Totals		102,802	58,487	56.9%	14,150	8,532	60.3%
5	Kindergarten	3,448	2,763	80.1	551	410	74.4
6-13	1-8	31,582	32,242	102.1	4,844	5,057	104.4
14-17	9-12	16,359	15,169	92.7	2,363	2,210	93.5
18-34	College	51,413	8,313	16.2	6,392	855	13.4
Percent Increases From 1960 to 1972							
5-34	K-College	25.5	34.3		40.3	61.0	
5	K	-12.3	29.5		0.2	92.5	
6-13	1-8	10.3	11.8		30.1	30.3	
14-17	9-12	46.0	57.4		74.9	116.5	
18-34	College	34.7	184.2		43.4	359.7	

Enrollment as a percent of population, by grade level and corresponding age group: 1960 and Fall 1972



Source: Bureau of the Census 1960 census of population. Detailed characteristics. PC(1)-1D U.S. Summary, and current population Reports Population characteristics. Series P-20 No. 247, Feb. 1973.

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